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| **Unit Plan for: Internet Safety** | | | **Timeline/Target date(s): TBA after setting up times with teachers** | |
| **What do we want students to know and be able to do?** | | | | |
| Essential Learning(s):  ISTE NETS-S 5a: Students advocate and practice safe, legal, and responsible use of information and technology. *Students will be able to create safe screen names and discuss safe behaviors on the Internet with a group, using sentence starters.* | | | | |
| Essential Question(s): How can I be safe when using the Internet? What are safe behaviors on the Internet? What are examples of safe screen names? | | | | |
| *Students will know…(concepts)*  Five rules for being safe on the Internet:   1. Keep identity secret 2. Be extra careful with strangers 3. Tell somebody (if you feel bad or uncomfortable) 4. Protect passwords 5. Be nice | | *Students will be able to . . . (skills)*   1. Create safe screen names 2. Categorize internet activities as safe or not safe 3. Recall 5 internet safety rules 4. Answer questions in a group after watching a Brain Pop video | | |
| **How do we know that students have learned?** | | | | |
| Pre-Assessment:   * Observation and classroom discussion about being safe on the internet and using vocabulary from the video * All Table Consensus: categorizing behaviors   (Have groups sit 4 to a table.) | Formative Assessment(s):   * RoundTable: What are the 5 internet safety rules? * RoundTable: What is a safe screen name? | | | Summative Assessment(s):  Online Safety Quiz |
| **How do we teach effectively to ensure students learn?** | | | | |
| Learning Activities:   * Display and discuss vocabulary for the lesson. (identity, anonymous, personal, screen name, gender, register, social network, administrator, password, respect) * Categorize It Activity: To see what students think already about being safe on the Internet, have them complete the “Categorize It” activity by coming to an “All Table Consensus”. Have students pass the paper around the table and take turns reading questions. All give a “thumbs up/down” to determine if they think an activity is safe/not safe. The student reading the question will write down the answer and say “This behavior is safe because \_\_\_\_\_\_\_\_\_\_” or “This behavior is NOT safe because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”. * Watch BrainPop Internet Safety Video. * Look at “Categorize It” activity again. Are there any answers they’d change? Have groups share if they changed anything and go over behaviors orally. * RoundTable Activity: Online Safety Rules-Have students try to recall the 5 safety rules from the BrainPop video. Take turns and have them speak and write down one they remember to get 1-4. As a group, come up with the 5th rule. * Show the video “Internet Safety: A Cautionary Tale” (<http://www.youtube.com/watch?v=nWq7SXaXj8g>) * Point out how it all started with her screen name. Have the students do a RoundTable again to share safe screen names. Then, have them decide as a group one to share. Post them on the board, and if one isn’t safe, discuss why. * Summative Assessment-BrainPop Online Safety Quiz: With the quiz (from BrainPop) projected on the screen and read aloud by the teacher librarian, groups will come to an “All Table Consensus” and then write their answer on whiteboards and share. If any groups have a different answer, we will decide whole class what is correct before giving the correct answer. * Share the Facebook Privacy Chart and MySpace Safety for Teens on the library page (<http://www.niver.adams12.org/library>) | | | Differentiation/Accommodations:   * Display Quiz and Read Aloud * “All Table Consensus” and “RoundTable” Cooperative Learning activities * Videos * Pre-teaching vocabulary * Sentence starters: This behavior is safe/not safe because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | |
| **What are our next steps (strategies) for students who do and do not demonstrate proficiency?** | | | | |
| Since most is done as groups, we will discuss as a whole class when groups do not come up with correct responses. | | | | |

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| **How will we accomplish the following?** |
| How will we **introduce and explain** this essential learning so that students will understand the how and why? (inductive method, mini-lecture, demonstration, notes, etc.)   * After asking for feedback about what students do to be safe online, we’ll have a quick mini-lecture about why it’s important to be safe on the Internet and why we are talking about this.   How will we **model** this essential learning for our students? (exemplars and/or demonstrations)     * I will share personal stories about things I do to be safe online. (Don’t click on pop-ups saying “You won!”, keep Facebook private, screen name doesn’t give anything away, etc.)   How will we provide opportunities for **guided practice**?   * For the “Categorize It” activity, I will walk around and talk to groups. We’ll then discuss answers together.   How will we monitor/gauge students’ understanding of the essential learning and the skill it develops? (**formative assessment**) How will we determine student readiness?   * Monitoring during sharing of Online Safety Rules and screen names. Discuss answers as needed.   How will students **independently practice** using the essential learning and the skill it targets?   * They will create screen names and answer questions with their group members following the lesson. Students that feel their answers are correct have to be able to defend that answer if other students feel differently to come to a group consensus.   How will we include instruction on **essential/academic vocabulary**?   * Vocabulary will be taught and discussed before the lesson.   How will we **adapt or differentiate** this lesson for all our learners? (English language learners, students with special needs, giftedness, medical, physical, behavioral, learning and cognitive challenges)   * Display Quiz and Read Aloud * “All Table Consensus” and “RoundTable” Cooperative Learning activities * Videos * Pre-teaching vocabulary   How will we engage students in **reflection** of how this essential learning has developed this particular skill and how it has helped each of them become a more effective learner?   * Discussion of quiz and why or why not answers are given. |